

EQUITY, WELFARE AND SPORTING CONDUCT
MINORITY EQUITY
NCAA ATHLETICS RECERTIFICATION SELF-STUDY
2004-2005

Operating Principle

4.2. Minority Issues - It is the principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. Consistent with this fundamental philosophy, the institution shall:

Have implemented its approved minority-opportunities plan from the previous self-study. If modified, or if not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.

- a. Demonstrate that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics personnel.
- b. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues a toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

4.2.1 - List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide(a) the original “corrective action,” “condition” or “strategy” imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No "corrective actions," "conditions for certification," or "strategies for improvement" for minority equity were required of Marquette University from the initial NCAA certification in 1997.

4.2.2 - Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include(a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather the committee advises institutions to submit plans that have broad, flexible non-numeric

hiring goals.]

4.2.2a. It should be noted that the Department of Intercollegiate Athletics reported to the vice president for student affairs between the 1997 self-study and fall 2003. The vice president for student affairs reported to the executive vice president. In fall 2002, the university eliminated the office of executive vice president and created the position of senior vice president. All vice presidents, including the vice president for student affairs, report to the senior vice president. In fall 2003, the reporting line for the Department of Intercollegiate Athletics was changed. The director of intercollegiate athletics reports to the Office of the Senior Vice President. Therefore, where the 1997 plan called for the involvement of the vice president for student affairs, the 2004 plan and progress since 2003 will reference involvement of the Office of the Senior Vice President.

The following is the Minority Equity Plan from the 1997 NCAA Certification Self-study.

1997 MINORITY EQUITY PLAN
Department of Intercollegiate Athletics
Marquette University

This plan to monitor and address minority equity issues has been adopted by the Department of Intercollegiate Athletics. The specific recommendations from the Equity Subcommittee regarding minority issues are included in the plan under the section entitled, “Specifics of the Plan.”

Marquette University believes strongly in its commitment to its urban environment and in the principle of affirmative action. The university views its urban location as an opportunity for its students to benefit from and contribute to urban life. The Department of Intercollegiate Athletics affirms the university’s commitment. In welcoming students, coaches, and staff from all racial, ethnic, and socio-economic backgrounds, the department is committed to creating a diverse, multicultural community that will facilitate the development and growth of its student-athletes.

Objectives

This minority plan has been established to achieve the following objectives: (1) to continue to develop, support, and retain a multicultural student-athlete population; (2) to both identify and increase the pool of qualified minority candidates for coaching and administrative staff positions; (3) to promote the interests of minorities within the Department of Intercollegiate Athletics; (4) to establish and maintain a mechanism within the department that monitors and addresses minority equity issues; and (5) to build upon the department’s visibility within the urban environment of Milwaukee.

Specifics of the Plan

A) Establish a separate and distinct minority equity committee which will be responsible for monitoring minority equity issues, recommending specific activities to address the plan, and

evaluating progress towards achieving its objectives. The current Minority/Title IX Gender Equity Committee conceivably could address minority issues adequately, but clearly this existing committee would have to change significantly the magnitude and direction of its focus to address minority issues more equitably. Completion Date: January 1998. Responsibility: director of intercollegiate athletics and vice president for student affairs.

B) Work with the Office of Admissions, the deans, and the directors in developing a plan and procedure to support minority student-athlete applicants in pursuit of a college education. Completion Date: March 1, 1998. Responsibility: assistant athletics director for academic support and student programs, acting assistant vice president for enrollment management, and vice president for student affairs.

C) Ensure minority representation on all athletics-related committees within the university such as the Athletics Board, the Student-Athlete Advisory Council, and the Minority Equity Committee. Completion Date: December 1, 1998. Responsibility: assistant athletics director for academic support and student programs, director of intercollegiate athletics, vice president for student affairs, and executive vice president.

D) Develop a new procedure and plan to conduct national, regional, and local searches that increase the pool of minority candidates for positions within the Department of Intercollegiate Athletics. Ensure that chairs of search committees utilize the National Association of Collegiate Women Athletics Administrators (NACWAA), the Black Coaches Association, the Ethnic Minority and Women's Enhancement Program, and Conference USA to assist with the identification and recruitment of qualified minorities. Completion Date: December 1, 1997. Responsibility: assistant athletics director for business, senior woman administrator, director of intercollegiate athletics, and vice president for student affairs.

E) Ensure that newly hired staff have sensitivity to minority issues and, in at least some cases, experience with disadvantaged student populations. Completion Date: February 1998. Responsibility: assistant athletics director for business, director of intercollegiate athletics, and vice president for student affairs.

F) Develop opportunities for student-athletes, coaches, and staff to serve urban youth throughout the Milwaukee area including the exploration of collaborative opportunities between the Department of Intercollegiate Athletics and Milwaukee-area organizations (e.g., Milwaukee Kickers Soccer Club), which will enhance the department's visibility within the urban community. Completion Date: January 15, 1998. Responsibility: assistant athletics director for academic support and student programs, Center for Student Development and Community Service, and vice president for student affairs.

4.2.2b-2e. The actions taken by the institution, dates of actions, actions not taken, and any explanations which correspond to above minority plan items A-F.

A) The Department of Intercollegiate Athletics established a Gender Equity Committee in 1995 to review a range of gender equity issues within athletics and to make recommendations for improved parity. After the submission of the 1997 self-study, the committee was reconstituted,

and its charge was revised. The Equity Committee that emerged was charged with implementing and monitoring the Gender Equity and Minority Equity Plans.

The Equity Committee held regular meetings beginning in 1997 and continuing into 2000. By 2000, substantial progress had been made with respect to both gender and minority equity issues, and the committee did not meet again until 2004. During this time, athletics attended to this important issue, with oversight from the offices to which the department reported—the Office of the Vice President for Student Affairs and, later, the Office of the Senior Vice President. Recognizing the benefit of regular input from a broad range of stakeholders, the Equity Committee has been reconstituted and has had one meeting since September 2004, with another meeting scheduled for spring 2005. This committee has been given a clear charge from the Office of the Senior Vice President and is committed to upholding this charge.

The newly charged Equity Committee met September 14, 2004, and reviewed new minority and gender data and draft copies of the equity plans. Some minor suggestions were incorporated into the plans. The Equity Committee will meet in spring 2005 to review newly acquired gender and minority data for 2002-2003, which have been incorporated into the NCAA Self-study, and to review Minority and Gender Equity Plans for final recommendation to the Athletics Board and the Office of the Senior Vice President. The Equity Committee will meet at least twice annually and report to the Athletics Board. The first annual report on equity from this committee will be submitted to the Athletics Board in spring 2005.

The Athletics Board met on November 11, 2004, and reviewed preliminary minority and gender equity data and reports from the Equity Committee. Drafts of the NCAA Recertification Self-study report on Equity were made public on the university's Web site in December 2004, including data for 2002-2003. The Athletics Board will meet in spring 2005 to consider final commentary to the Office of the Senior Vice President about the 2004-2005 NCAA Recertification Self-study Report and Minority Equity Plan.

In addition to the Equity Committee, other mechanisms in the Department of Intercollegiate Athletics have been in place to review minority issues and programs. Evaluation of Department of Intercollegiate Athletics diversity activities is completed by the department's senior administration and by the Athletics Board, through reports from the Equity Committee, which reports to it. As of September 2003, when Athletics was reorganized under the Office of the Senior Vice President, an annual report of the athletics program and annual reviews of its staff members are provided by the director of intercollegiate athletics and the associate athletics directors to the Office of the Senior Vice President, as had been submitted previously to the vice president for student affairs. This report allows additional oversight and evaluation for consistency with the department's mission and Minority Equity Plan. The associate athletics director for academic support and student programs compiles proportionality data on minority versus majority student-athlete populations and annually submits these data to the NCAA and to senior administration at Marquette. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board. The Department of Intercollegiate Athletics also uses this report for internal evaluation.

The associate athletics director for academic support and student programs evaluates and institutes many departmentally organized opportunities for student-athletes, coaches, administrators, and staff to serve disadvantaged children. These include a variety of camps and other outreach programs that serve primarily racial and ethnic minority segments of the Milwaukee community. The Department of Intercollegiate Athletics has shown an extensive, organized commitment to the institution's urban mission since 1990. Since January 15, 1998, the target implementation date from the last self-study, numerous activities with inner-city youth and residents have been conducted by Marquette student-athletes, drawing high participation each year. For example, the women's tennis team offered clinics at the United Community Center to over 20 predominantly Hispanic children each year from 2001 to 2003. The men's and women's basketball teams provided clinics about proper life choices to at least 40 children at the Boys and Girls Clubs each year since 1998.

The Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. The interviews ask specific questions on diversity and gender. The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, the associate athletics director for academic support and student programs, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor the responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews and reports that no major minority issues have been raised.

Minority student enrollment is closely monitored at the institutional level and in the Department of Intercollegiate Athletics. In fall 1997, the President's Task Force on Diversity charged its Enrollment and Retention Subgroup with the task of regularly assessing minority enrollment numbers and evaluating campus climate and other issues that affect retention. The Task Force and its subgroups also planned and hosted events which fostered enrollment and retention. The Office of Enrollment Management reported to the vice president for academic affairs until fall 2002 when that vice presidential position was restructured into the position of provost. An associate provost heads the Office of Enrollment Management, which reports to the provost. Among its other responsibilities, the Office of Enrollment Management coordinates all diversity efforts relative to the Office of Student Financial Aid, the Educational Opportunity Program, the Office of Undergraduate Admissions, and Student Retention Services. The Offices of Admissions and Enrollment Management provide and monitor data on minority composition identical to that presented in Attachment 1, Parts B and C. The Office of Admissions submits plans for diversity enrollment. These units collectively work to promote diversity.

B) The Office of Admissions watches closely for applications from prospective student-athletes and notifies coaches upon their receipt of the applications. The Office of Admissions advises coaches and the Department of Intercollegiate Athletics of potential academic, leadership, or service scholarships for which a student-athlete may qualify. Coaches, student-athletes, and their families work with the associate director in the Office of Student Financial Aid on need-based aid. If student-athletes do not fully meet admissions norms, a special athletics admission

committee, created in August 2000, reviews cases for possible admission. The associate athletics director for academic support and student programs, the director of the Educational Opportunity Program, the director of student educational services, and the dean of admissions serve on this committee. This committee's focus is not exclusively minority student-athletes. Applicants in this pool are all at-risk based on Marquette's admissions criteria, and this pool frequently includes applicants from minority backgrounds.

The Department of Intercollegiate Athletics, the Office of Admissions, and the deans and directors have continued to work together to recruit and retain student-athletes of color throughout Marquette academic programs since the target implementation date of March 1998. This effort has been an ongoing, evolving process. The coaches in the Department of Intercollegiate Athletics perform most of the recruiting and notify the Office of Undergraduate Admissions of their recruits. Two liaisons to the Department of Intercollegiate Athletics, assigned by the Office of Undergraduate Admissions, enter the names of prospective student-athletes into the university's Peoplesoft database; this information includes self-identified information about ethnic background. The Office of Admissions treats prospective student-athletes as it treats all prospective students, sending general recruitment information about the institution and its academic programs. The Office of Admissions also sends information about multicultural pre-enrollment events to all prospective students of color, including student-athletes of color. An example is multicultural brunches hosted by Marquette several times during fall and/or spring recruitment events. This event was initiated in 1998. Prospective student-athletes are also welcome to join other multicultural events such as the All-Aboard Program for high school students in the Milwaukee and Chicago Public School Systems; All-Aboard is a shadow program for schools with high concentrations of students of color. Multiple youth summer programs and camps also provide young students exposure to Marquette. This exposure assists in attracting future students and student-athletes of color to Marquette. Examples of these programs include the following:

- 1) The Department of Intercollegiate Athletics holds many off-site, Milwaukee-area clinics, upon request from an organization, school, or other community group. The external group might contact a particular coach, who makes arrangements for a particular team clinic; if the external request involves student-athletes from more than one team, the associate athletic director for academic support and student programs organizes the clinic. The Department of Intercollegiate Athletics offers sport-oriented clinics combined with discussions on such relevant topics as the importance of getting an education, picking positive peer groups, and becoming successful in athletics. For instance, the women's tennis team offered clinics at the United Community Center to over 20 predominantly Hispanic children each year from 2001 to 2003. The men's and women's basketball teams provided clinics about proper life choices to at least 40 children at the Boys and Girls Clubs each year since 1998.

- 2) For over ten years, the summer National Youth Sports Program has provided six-week youth sports and recreation programs for inner-city children. Enrollment in the program has grown from 250 children its first year to approximately 500 children in summer 2004. The National Youth Sports Program, administered by Marquette's director of recreational sports, is free of charge to all participants. Student-athletes make autobiographical presentations to program participants, telling their own athletics stories from an age-appropriate perspective.

3) The men's and women's basketball teams have a long history of hosting basketball clinics for Milwaukee-area youth on Marquette's campus, predating even the 1997 certification self-study. Scholarships are available for inner-city children who cannot afford to attend. Currently, these clinics serve approximately 2,000 boys and 400 girls each year.

4) The Student-Athlete Advisory Council consistently has taken a leadership role in facilitating service opportunities for student-athletes. Community service has been a primary focus of the organization in 2004-2005, encouraging student-athlete involvement in community service. This year, the Student-Athlete Advisory Council will grant a spirit award (yet unnamed) to the athletics team performing the most community service. This new award encourages and rewards student-athletes and their teams for their service, and reinforces the missions of the department and the university.

C) The university has actively sought diversity in the composition of its Athletics Board and committees since December 1, 1998. The minority composition of the Athletics Board has been 14% over the last three years. The Student-Athlete Advisory Council has maintained a 29% minority composition over the last three years, and the Equity Committee has had minority representation of at least 27% since 1998. (Appointments to the Equity Committee and Athletics Board are made by the Office of the Senior Vice President.) Representation on these athletics committees generally meets or exceeds the minority percentage among Marquette's employees and student body; Marquette's goal has been to maintain proportionality that, at minimum, reflects the minority composition of the university as a whole.

D) Since before its target implementation date of December 1, 1997, the Department of Intercollegiate Athletics has striven to recruit and hire from a pool of diverse applicants in order to progress toward its goal of hiring more minority employees. The Department of Intercollegiate Athletics has implemented a strategy to advertise Marquette job openings with the National Association of Collegiate Women Athletics Administrators (NACWAA), Black Coaches Association, WomensSportsJobs.com, NCAA, and the National Association of Collegiate Directors of Athletics. Marquette job opportunities are also posted locally in Milwaukee's major metropolitan newspaper the *Milwaukee Journal Sentinel*; the *Milwaukee Times*, a free publication targeting African Americans; the *Spanish Times*; and in many other places such as the career services centers of Milwaukee Area Technical College and other technical schools. These varied sources provide wide access to potential minority applicants. The language used in most job postings is intended to attract minority and/or female candidates, including statements of equal opportunity, cultural diversity, and/or the mission of the university. Marquette uses an equal opportunity statement in all of its job postings. Its affirmative action statement is posted on the Human Resources Web site: "Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, sexual orientation, age, religion, disability, veteran's status, or national origin in its educational programs or activities, including employment and admissions. At the same time, Marquette cherishes its right and duty to seek and retain personnel who will make a positive contribution to its religious character, goals, and mission in order to enhance the Jesuit, Catholic tradition." Support staff hiring is supervised by

Marquette's Human Resources Department. The hiring process for administrators is supervised in the Department of Intercollegiate Athletics by the associate athletics director for internal operations/senior woman administrator, who is sensitive to hiring minority and female administrators and staff. In general the goal is to hire at least one minority coach in sports with teams that commonly have a higher minority composition, such as men's and women's basketball, and to have a workforce in the Department of Intercollegiate Athletics that reflects the minority composition of the university as a whole. The department maintains, and seeks to improve, its efforts to attract and recruit minority applicants for open positions.

E) Prior to September 2003, the Department of Intercollegiate Athletics was part of the Division of Student Affairs. Student Affairs has hosted several diversity training programs since February 1998, the target date of implementation from the previous NCAA certification self-study. Department of Intercollegiate Athletics staff members were invited to all of these programs. For example, Marquette participated in a national teleconference on February 4, 1999, "Racial Legacies and Learning: How to Talk about Race." This program about racial sensitivity was co-sponsored by Marquette's Office of Multicultural Concerns and the President's Task Force on Diversity. On November 18, 1999, the Division of Student Affairs also sponsored an inservice featuring a panel of students that included the presidents of the larger multicultural student organizations. The students described their experiences as students of color at Marquette and responded to questions. All Division of Student Affairs staff, including Department of Intercollegiate Athletics staff, were invited to attend these programs. Despite the restructuring of reporting lines, the Office of the Senior Vice President has asked the Division of Student Affairs to continue to include athletics staff, as appropriate, in such training opportunities. The President's Task Force on Diversity hosted other all-campus programs, including a dinner discussion in 2003.

The Department of Intercollegiate Athletics itself hosted two other diversity training programs for coaches, students-athletes, administrators, and staff. The associate athletics director for academic support and student programs has taken a leading role in organizing and coordinating these programs. The first was a pilot program called Diversity Circle given by two staff members from the University of Wisconsin-Parkside. This series of six workshops was held on October 27, November 3, 10, 17, 24, and December 2, 2003. Ten Marquette student-athletes and four Athletics staff members attended the weekly two-hour workshops. While the participants deemed the program and curriculum worthwhile, they found it difficult to attend the full workshop because of the extensive time commitment.

The second diversity training program hosted by Marquette Athletics was offered by NCAA staff to 148 Marquette student-athletes and 28 Department of Intercollegiate Athletics staff in spring 2004. Two facilitators offered a total of six four-hour workshops, five for Marquette student-athletes and one for staff. This two-day program was held January 26 and 27, 2004, and was very positively received. The department hopes this diversity program will become a regular part of departmental programming and has applied for continuation of the NCAA diversity workshop in 2004-2005. The department was not selected for 2004-2005 but will resubmit an application for 2005-2006.

During the first week of classes in each semester in 1999 and 2000, the Department of Intercollegiate Athletics also held a mandatory three-hour diversity sensitivity program for student-athletes, called SALAD (Student-Athletes Learning About Diversity).

Lastly, Marquette's Gay-Straight Alliance organization is scheduled to provide workshops for student-athletes February 7, 8, 9, and 10, 2005, regarding sensitivity to sexual orientation. This mandatory, one-time, 90 minute workshop will be repeated four times on these dates to accommodate student-athlete schedules.

F) The Department of Intercollegiate Athletics has shown an extensive, organized commitment to the institution's urban mission since 1990. Since January 15, 1998, the target implementation date from the 1997 self-study, numerous activities with inner-city youth and residents have been conducted by Marquette student-athletes, drawing high participation each year. These activities include the following:

1) The Department of Intercollegiate Athletics offers sport-oriented clinics combined with discussions on such relevant topics as the importance of getting an education, picking positive peer groups, and becoming successful in athletics. For example, the women's tennis team offered clinics at the United Community Center to over 20 predominantly Hispanic children each year from 2001 to 2003. The men's and women's basketball teams provided clinics about proper life choices to at least 40 children at the Boys and Girls Clubs each year since 1998.

2) For over ten years, the summer National Youth Sports Program has provided six-week youth sports and recreation programs for inner-city children. Enrollment in the program has grown from 250 children its first year to approximately 500 children in summer 2004. The National Youth Sports Program, administered by Marquette's director of recreational sports, is free of charge to all participants. Student-athletes make autobiographical presentations to program participants, telling their own athletics stories from an age-appropriate perspective.

3) The men's and women's basketball teams have a long history of hosting basketball clinics for Milwaukee-area youth on Marquette's campus, predating even the 1997 certification self-study. Scholarships are available for inner-city children who cannot afford to attend. Currently, these clinics serve approximately 2,000 boys and 400 girls each year.

4) The Student-Athlete Advisory Council consistently has taken a leadership role in facilitating service opportunities for student-athletes. Community service has been a primary focus of the organization in 2004-2005, encouraging student-athlete involvement in community service. This year, the Student-Athlete Advisory Council will grant a spirit award (yet unnamed) to the athletics team performing the most community service. This new award encourages and rewards student-athletes and their teams for their service, and reinforces the missions of the department and the university.

4.2.3 - Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle

certification decision was rendered by the Committee on Athletics Certification.

The university has made significant changes to enhance minority and multicultural student recruitment programs. The programs and activities cited here are not just for student-athletes, but are intended to enhance diversity across campus and to improve the experience for all students, including student-athletes.

Two minority recruiters in the Office of Admissions have been assigned to focus on recruitment of students from minority backgrounds. Both have experience recruiting students of color and have enriched the university's multicultural recruitment events. The President's Task Force on Diversity received its charge in fall 1997 to monitor minority issues on campus and to make recommendations to the university president. Many task force recommendations have been adopted, including approval for hiring an assistant provost for diversity who will be assigned to the Office of the Provost and will act as a university-wide resource for diversity issues. The President's Task Force completed its charge in 2004. In October 2004, the university sought applications for the diversity administrator position. The specific focus of this position will be minority student recruitment, minority faculty and staff hiring, and campus climate issues. This search is in process. The top tier of candidates has been identified from a large candidate pool, and interviews are being scheduled during late January and February 2005.

* A Human Dignity and Diversity Statement, approved on June 1, 1998, is now posted on Marquette's Web site. This statement was developed at the recommendation of the President's Task Force on Diversity.

* The Urban Scholars program is a major fundraising campaign to raise endowed scholarships to support disadvantaged students.

* The Marquette Advantage program annually awards institutional grant funds totaling \$500,000 to undergraduate students who have demonstrated significant need; it is one of several grant programs available from institutional, private, and governmental sources that support Marquette's desire for diversity, while also helping make Marquette University accessible to all students with need.

* The university also funds curriculum enhancement grants to support building diversity into Marquette curricula.

* A Ethnic Alumni Association was founded in 2002 to mentor students of color and to raise funds to support scholarships for minority students.

* In 2004, annual university funding for the Educational Opportunity Program was increased by \$120,000 to assist in retaining disadvantaged students.

4.2.4 – Marquette is not required to answer this question, per the direction of the NCAA.

4.2.5 - Explain how the institution is organized to further its efforts related to the minority-

issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

As was recommended by the President's Task Force on Diversity in 2003, Marquette University's president announced in May 2004 that a new position of assistant provost for diversity will be created to monitor and address diversity issues. The assistant provost will report to the provost.

Furthermore, the Department of Intercollegiate Athletics Equity Committee is charged with monitoring gender and minority equity issues. In addition, both Human Resources and the Department of Intercollegiate Athletics monitor minority issues through exit interviews of employees and student-athletes, respectively. While the Human Resources exit interview form does not directly ask employees about diversity issues, questions about opportunities for work advancement, equitable treatment, working conditions, communication, and morale may provide insight into diversity issues. In face-to-face follow-up interviews, the human resources affirmative action officer asks additional questions about diversity and other issues if the completed form and/or the employee indicate concerns. She follows up with current Marquette employees about allegations, or she may further investigate any complaint of racial inequity. The senior vice president, provost, the vice president and general counsel, and the associate vice president of human resources all read the exit interview forms.

In October 2002, the university created an ombuds position that mediates and addresses a variety of issues, including diversity, that are brought to her attention by current employees or students. Since 2002, the associate athletics director for internal operations/senior woman administrator has performed exit interviews of Department of Intercollegiate Athletics employees. She reports that no incidents of minority inequity in athletics have surfaced.

The Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. These interviews ask specific questions on diversity and gender: "As a minority student or woman in intercollegiate athletics, did you have a special needs? Were they met? In what ways were they met? Are there any suggestions for improvement?" The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, the associate athletics director for academic support and student programs, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor the responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews. Members of the Equity Subgroup of the Equity and Student-Athlete Welfare Subcommittee for the 2004-2005 NCAA Recertification Self-study have read all 2003-2004 senior student-athlete exit interviews and report that no issues regarding minority equity were raised by any of the student-athletes.

4.2.6 - For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full and part-time professional (i.e.,

non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full and part-time head coaches; full and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]

Data for senior administrative athletics department staff members and other professional staff for 2000-2001, 2001-2002, and 2002-2003 are shown in Attachment 1, Part A. In summary, the Department of Intercollegiate Athletics had only four senior administrative positions during the three reporting years with no ethnic diversity among these positions. In comparable positions within the university as a whole, minority representation is higher than in the Department of Intercollegiate Athletics, but still low overall, ranging from 3 to 6% over the three reporting years. Although the Department of Intercollegiate Athletics has no specific numerical goals for workforce diversity, the director of intercollegiate athletics and the associate athletics directors agree that a general goal is for minority representation in the department to be roughly proportionate to that in the university as a whole. However, the low number of senior administrators in the Department of Intercollegiate Athletics and low job turnover have not provided significant opportunity for minority hiring, and therefore there has been limited opportunity to increase minority percentages in this category. See also Attachment 1, Part A.

Among other professional staff, minority representation in the Department of Intercollegiate Athletics ranged from 9.8 to 13.2% over the three reporting years. These percentages approximated university-wide percentages over the same period for the comparable category of employees. The Department of Intercollegiate Athletics has made significant progress in minority hiring in the “other” professional staff category since the 1997 NCAA certification self-study when it had no minorities in this category. Counts of other professional staff show six minority staff members in each of the three reporting years. This translates into minority percentages in the Department of Intercollegiate Athletics of 13.2% (2000-2001), 12.8% (2001-2002), and 9.8% (2002-2003) in those three years. The minority composition in Department of Intercollegiate Athletics professional staff, approximates the minority representation overall in the university which was 14.4% (2000-2001), 13.2% (2001-2002), and 11.8% (2002-2003).

In summary, minority representation among student-athletes, athletics professional staff, and assistant coaches is equal to or exceeds the minority composition of the university student body and its workforce. Some areas in which to increase minority pools for employment and application include senior administration and head coaching ranks, as openings develop. The department’s goal is to have at least one head or assistant coach from a minority background for sports that include significant numbers of minority student-athletes. This goal is ongoing for sports such as men’s and women’s basketball which have historically had at least one African American coach in each sport. The new Minority Equity Plan recommends an annual review of minority and majority employment numbers by the Equity Committee; this review will also be included in the written report to the Athletics Board, and the Athletics Board will report to the Office of the Senior Vice President.

In the head coaching ranks, no ethnic diversity is currently present; however, among assistant coaches minority composition exceeds minority percentages in comparable jobs within the university as a whole. Minority percentages of Marquette assistant coaches have ranged from 26.6 to 33.3% during the three reporting years. The limited turnover in head coaching positions since 1997 has afforded little opportunity to diversify the head coaching ranks. Minority representation among assistant coaches has been 33.3% (2000-2001), 33.3% (2001-2002), and 26.6% (2002-2003). These percentages exceed that of the university as a whole for both administrators and professional staff, as cited above. See also Attachment 1, Part A.

Finally, the minority composition of the Athletics Board (14%), and Equity Committee (27%) exceeds the minority percentages of the university, demonstrating an ongoing commitment to minority representation. The Minority Equity Plan from the 1997 certification self-study specified the goal: “ensure minority representation on all athletics-related committees within the university such as the Athletics Board...and the Minority Equity Committee.” See also Attachment 1, Part A.

4.2.7 - For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

Data for the three most recent years on racial and ethnic composition for student-athletes receiving athletics aid versus the general student population are found in Attachment 1, Part B. In summary, minority percentages for minority student-athletes have ranged from 13.2 to 10.3% over the three reporting years. Minority student-athlete composition has been within 2.8% of the minority representation in the university as a whole over that same period.

Minority student enrollment is closely monitored both institutionally and in the Department of Intercollegiate Athletics. In fall 1997, the President’s Task Force on Diversity charged its Enrollment and Retention Subgroup with the task of regularly assessing minority enrollment numbers, and evaluating campus climate and other issues that affect retention. The Task Force and its subgroups also planned and hosted events which fostered enrollment and retention. As of spring 1998, the Office of Enrollment Management is headed by the associate provost for enrollment management, who reports to the provost. The Office of Enrollment Management, among its other responsibilities, coordinates all diversity efforts relative to the Office of Student Financial Aid, the Educational Opportunity Program, the Office of Undergraduate Admissions, and Student Retention Services. The Offices of Admissions and Enrollment Management provide and monitor data on minority composition identical to that presented in Attachment 1, Parts B and C. The Office of Admissions submits plans for diversity enrollment. These units collectively work to promote diversity.

In the Department of Intercollegiate Athletics, the associate athletics director for academic support and student programs is responsible for compiling and reporting minority data to the NCAA and to senior administration at Marquette. He also assesses service activities which enhance cultural diversity efforts within the department, and between the Department of Intercollegiate Athletics and the community. The Equity Committee is responsible for reviewing

the Minority Equity Plan and for advising the Athletics Board and, through the Board, the Office of the Senior Vice President about gender and diversity issues.

An assessment of trends in the minority composition data of Marquette student-athletes on scholarship shows that the percentage of minority student-athletes approximates that of the student body as a whole. Minority composition overall in the university was 12.5% (2000-2001), 12.5% (2001-2002), and 13.1% (2002-2003) over the three reporting years, while minority representation among student-athletes was 12.2% (2000-2001), 13.2% (2001-2002), and 10.7% (2002-2003). Student-athlete enrollment generally reflects that of the university as a whole, as shown in data in Attachment 1, Part B. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board. The Athletics Board reports annually to the Office of the Senior Vice President.

See also Attachment 1, Parts B and C.

4.2.8 - For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

Racial data on student-athlete athletics aid by sport are shown in Attachment 1, Part C. In summary, men's and women's basketball have higher minority percentages than the other sports. Particular ethnic groups, such as Native American and Asian students, have lower representation in Marquette sports. These minor differences are viewed as reflective of the specific ethnic minority percentages commonly participating in these sports at the national level. An assessment of trends in the minority composition of various Marquette sports teams shows that men's and women's basketball have higher minority percentages than the other sports, particularly higher African American enrollment. Native American and Asian student-athlete participation is generally lower than Native American and Asian enrollment at Marquette. Nationally, fewer people from these ethnic groups participate in sports. These minor differences are viewed as reflective of the ethnic minority percentages participating in sports that Marquette offers. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review and analysis of minority composition by sport, including a written report to the Athletics Board. See also Attachment 1, Part C.

4.2.9 - Using the program areas for minority issues, provided as Attachment No. 3, please
a) Describe how the institution has ensured a complete study of each of these areas,
b) Provide data demonstrating the institution's commitment across each of these areas,

- c) *Identify areas of deficiency and comment on any trends, and*
- d) *Explain how the institution's future plan for minority issues addresses each of the areas.*

The information for the eight specified program areas follows below as 4.2.9.1-4.2.9.8.

INSTITUTIONAL AND ATHLETICS COMMITMENT - Development and maintenance of written statements that address the issues of diversity.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. **MISSION STATEMENT.** The university's Office of Mission and Identity reviews issues of mission and diversity, and promotes activities that support and reinforce the principles therein throughout university life. The mission statement was created through an all-university process in the mid-1990s with broad university input and was approved by the Board of Trustees. The statement appears in official university publications including *At Marquette*, the student handbook.

STATEMENT ON HUMAN DIGNITY AND DIVERSITY. The President's Task Force on Diversity was charged with reviewing and making ongoing recommendations on all issues of diversity, with broad-based campus support. The task force created the Statement on Human Dignity and Diversity, which the president and the University Administrative Committee approved on June 1, 1998. The statement appears in official university publications including *At Marquette*, the student handbook.

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS MISSION STATEMENT. The Department of Intercollegiate Athletics has posted its mission statement on its Web site. The statement is publicly espoused by the director of intercollegiate athletics at many Department of Intercollegiate Athletics events: "Our mission is to strive for excellence in academics, athletics, leadership, and service to others in the Jesuit tradition, while embracing equity in opportunity, good sportsmanship, and ethical conduct." Clearly, the elements of equity and service to others

support the goals of minority equity.

MINORITY EQUITY PLAN. The department reviewed, approved, and implemented the Minority Equity Plan that arose from the 1997 NCAA certification self-study process. The 1997 Minority Equity Plan was written by the equity subgroup of the NCAA certification steering committee and approved by the department's Equity Committee on April 23, 1999. Equity Committee minutes for April 23, 1999, report that the department's coaching staff also reviewed and approved the Minority Equity Plan.

The Minority Equity Plan presented here was developed by the Minority Equity Subcommittee of the 2004-2005 NCAA Recertification Self-study Steering Committee. Members of the subcommittee included representatives from the following constituencies: student-athletes, students, coaches, administrators, faculty, and alumni. The NCAA Recertification Self-study Steering Committee, including representatives from the same constituencies as well as Jesuits and a member of the Board of Trustees, has approved the plan. The plan has been reviewed by the Office of the General Counsel and approved by the Office of the Senior Vice President. The plan was approved by the Department of Intercollegiate Athletics and reviewed by the Equity Committee on September 14, 2004; the committee will continue to monitor progress towards the plan. Minority and gender equity data and activities were also discussed at the November 11, 2004, Athletics Board meeting with few comments or suggestions. In spring 2005, the Athletics Board and Equity Committee will review for final commentary the draft copies of the NCAA report and Minority Equity Plan that were made public on the university's Web site in December 2004.

c. There were no areas of deficiency with respect to written statements supporting diversity, and the statement on human dignity and diversity is new since the 1997 self-study was submitted.

d. The department will focus on using the minority equity plan to guide its continued activity in the area of minority equity.

EVALUATION - Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee

and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

Evaluation of Department of Intercollegiate Athletics diversity activities is completed by the department's senior administration and by the Equity Committee, which reports to the Athletics Board. An annual report of the athletics program and annual reviews of its staff members are provided to the vice president overseeing the department by the director of intercollegiate athletics and the associate athletics directors. (Prior to fall 2003, the reports were submitted to the vice president for student affairs. As of fall 2003, the reports are submitted directly to the Office of the Senior Vice President.) The report includes an update of progress toward annual goals as well as new goals for the coming year. The report allows additional oversight and evaluation for consistency with the department's mission and Minority Equity Plan. The associate athletics director for academic support and student programs compiles a report for the NCAA on minority student-athlete composition. The department also uses this report for internal evaluation.

The associate athletics director for academic support and student programs also evaluates and institutes many departmentally organized opportunities for student-athletes, coaches, administrators, and staff to serve disadvantaged children. These include a variety of camps and other outreach programs which serve primarily racial and ethnic minority segments of the Milwaukee community. This outreach is included in the Department of Athletics annual report.

Finally, the Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. Interviews include questions on diversity and gender: "As a minority student or woman in intercollegiate athletics, did you have any special needs? Were they met? In what ways were they met? Are there any suggestions for improvement?" The director of intercollegiate athletics, the associate athletics director for academic support and student programs, the associate director for internal operations/senior woman administrator, the assistant athletics director for compliance, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor the responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews and reports that no major minority issues have been raised. Members of the Equity Subgroup of the Equity and Student-Athlete Welfare Subcommittee for the 2004-2005 NCAA Recertification Self-study have read all 2003-2004 senior student-athlete exit interviews and report that no issues regarding minority equity were raised by any of the student-athletes. Upon occasion, some minority student-athletes have expressed the wish that the university had more minority students on campus, in both classroom and social settings.

The new Minority Equity Plan calls for at least semiannual meetings of the Equity Committee to review diversity and gender issues and to provide an annual report to the Athletics Board, which considers a wide-range of departmental issues, including equity. The Athletics Board is advisory

to the Office of the Senior Vice President.

b. These procedures demonstrate commitment to evaluation of activities that coincide with the several institutional and departmental written commitments to diversity.

c. The department will continue its internal evaluation of the consistency of activities relative to written commitments to diversity. Recognizing the value of regular input from a broad range of stakeholders, the department will support semiannual meetings of the Equity Committee as outlined in the plan.

d. The new Minority Equity Plan calls for at least semiannual meetings of the Equity Committee to review diversity and gender issues and to provide an annual report to the Athletics Board, which considers a wide-range of departmental issues, including equity. The Athletics Board is advisory to the Office of the Senior Vice President.

ORGANIZATION AND STRUCTURE - Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. The university has an overarching structure to review policies, organizations, and activities that generally affect diversity on campus without specific regard to the Department of Intercollegiate Athletics. The Office of Mission and Identity and the President's Task Force on Diversity have studied and made recommendations about diversity on campus since the last self-study. The assistant provost for diversity will assume many duties related to these recommendations, once appointed. Also, as a part of Marquette's Affirmative Action Plan, the assistant director of human resources compiles statistics and an annual report on the minority and gender composition of faculty, administrators, and staff. This report is submitted to the Office of the Provost. Within the Department of Intercollegiate Athletics, the Equity Committee provides assessment and feedback on policies that affect diversity.

The Equity Committee held regular meetings beginning in 1997 and continuing into 2000. By 2000, substantial progress had been made with respect to both gender equity and minority equity issues, and the committee did not meet again until 2004. During this time, athletics attended to this important issue, with oversight from the offices to which the department reported—the Office of the Vice President for Student Affairs and, later, the Office of the Senior Vice President. Recognizing the benefit of regular input from a broad range of stakeholders, the Equity Committee was reconstituted in June 2004 and has had one meeting since September 2004, with another meeting scheduled for spring 2005. This committee has been given a clear charge from the Office of the Senior Vice President and is committed to upholding this charge. Part of the Equity Committee’s charge is to help the department monitor the equity plans. The committee’s broad-based membership consists of faculty, administrators, and students. The committee assists senior administrators in the Department of Intercollegiate Athletics with evaluating and developing ethnic and gender diversity efforts. The Equity Committee annually assesses equity data, monitors progress towards the Gender and Minority Equity Plans, and compiles an annual written report submitted to the Athletics Board. The Athletics Board has broad-based participation and, among its other duties, reviews the Equity Committee report, adding its own commentary on equity issues. The new Minority Equity Plan calls for the university’s assistant provost for diversity to be a member of the Department of Intercollegiate Athletics Equity Committee.

c. The university has an overarching structure to review policies, organizations, and activities that generally affect diversity on campus without specific regard to the Department of Intercollegiate Athletics. The Office of Mission and Identity and the President’s Task Force on Diversity have studied and made recommendations about diversity on campus since the last self-study. One recommendation was to create the position of assistant provost for diversity. That recommendation was accepted and a search is in process. The person appointed will assume many duties related to this area.

d. The Office of Mission and Identity includes a focus on diversity in its activities and will continue to do so. The assistant provost for diversity will assume many duties related to the area of diversity once that person is appointed. The assistant director of human resources will continue to compile statistics and an annual report on the minority and gender composition of faculty, administrators, and staff as a part of Marquette’s Affirmative Action Plan. The department will carry out its Minority Equity Plan and make efforts to progress on goals of education and hiring.

ENROLLMENT - Goals of the institution for enrollment of minority students and minority student-athletes.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the

departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Minority student enrollment is closely monitored at the institutional level and in the Department of Intercollegiate Athletics. In fall 1997, the President's Task Force on Diversity charged its Enrollment and Retention Subgroup with the task of regularly assessing minority enrollment numbers and evaluating campus climate and other issues that affect retention. The Task Force and its subgroups also planned and hosted events which fostered enrollment and retention. The Office of Enrollment Management reported to the vice president for academic affairs until fall 2002 when that vice presidential position was restructured into the position of provost. The associate provost heads the Office of Enrollment Management, which reports to the provost. Among its other responsibilities, the Office of Enrollment Management coordinates all diversity efforts relative to the Office of Student Financial Aid, the Educational Opportunity Program, the Office of Undergraduate Admissions, and Student Retention Services. The Offices of Admissions and Enrollment Management provide and monitor data on minority composition identical to that presented in Attachment 1, Parts B and C.

The Office of Admissions submits plans for diversity enrollment. These units collectively work to promote diversity. For example, in 2003, total applications and enrollment increased dramatically; however, minority applications and enrollment lagged behind that of majority students. Accordingly, minority composition in the freshman class actually decreased slightly for the first time in memory. The Offices of Admissions and Enrollment Management and the President's Task Force on Diversity were instrumental in alerting the university to this change and in leading key campus-wide discussions to prevent it from becoming a trend. As a result, minority enrollment became a high priority and a major discussion topic within the University Leadership Council. The university devised a multifaceted strategy to address this issue including the creation of the Marquette Advantage Program. This program is supported by institutional grant funds and distributes these funds to undergraduate students who have demonstrated significant need; it is one of several grant programs available from institutional, private, and governmental sources that support Marquette's desire for diversity, while also assisting in making Marquette accessible to all students with need. Student-athletes with financial need have access to these dollars just as any other student who might qualify. Applications from minority students increased by 50% in 2004, with a 20% increase in the number of students of color accepted. This resulted in an increase in freshman minority enrollment from 11.9 to 12.9% of the entering class. The university is currently devising additional strategies to further increase minority enrollment for 2005.

In the Department of Intercollegiate Athletics, the associate athletics director for academic support and student programs is responsible for compiling and reporting minority data to the NCAA and to senior administration at Marquette. He also assesses service activities which

enhance cultural diversity efforts within the department, and between the Department of Intercollegiate Athletics and the community. The Equity Committee is responsible for reviewing the Minority Equity Plan and advising the Athletics Board and, through the Board, the Office of the Senior Vice President about gender and diversity issues.

An assessment of trends in the minority composition data of Marquette student-athletes on scholarship shows that the percentage of minority student-athletes approximates that of the student body as a whole. During the three report years, minority composition overall in the university was 12.5% (2000-2001), 12.5% (2001-2002), and 13.1% (2002-2003) over the three reporting years, while minority representation among student-athletes was 12.2% (2000-2001), 13.2% (2001-2002), and 10.7% (2002-2003). Our student-athlete enrollment generally reflects that of the university as a whole, as shown in data in Attachment 1, Part B. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board. The Athletics Board reports annually to the Office of the Senior Vice President.

c. An assessment of trends in the minority composition data of Marquette student-athletes on scholarship shows that the percentage of minority student-athletes approximates that of the student body as a whole. During the three report years, minority composition overall in the university was 12.5% (2000-2001), 12.5% (2001-2002), and 13.1% (2002-2003) over the three reporting years, while minority representation among student-athletes was 12.2% (2000-2001), 13.2% (2001-2002), and 10.7% (2002-2003). Our student-athlete enrollment generally reflects that of the university as a whole, as shown in data in Attachment 1, Part B. The university continues to seek strategies to further increase minority enrollment.

d. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board. The Athletics Board reports annually to the Office of the Senior Vice President.

COMPARISON OF POPULATIONS - Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the

important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. The associate athletics director for academic support and student programs compiles data on minority versus majority student-athlete populations and annually submits these data to the director of intercollegiate athletics. An assessment of trends in the minority composition of the various sports teams shows that men's and women's basketball have higher minority percentages than the other sports, particularly higher African American enrollment. Lower Native American and Asian student-athlete participation in sports generally is reflected at Marquette, where there are fewer Native American and Asian student-athletes than students generally.

These minor differences are viewed as reflective of the ethnic minority percentages participating in Marquette sports offerings as a whole. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board.

c. There is no evidence of discrimination through the recruitment practices of the institution. An assessment of trends in the minority composition of the various sports teams shows that men's and women's basketball have higher minority percentages than the other sports, particularly higher African American enrollment. Lower Native American and Asian student-athlete participation in sports generally is reflected at Marquette, where there are fewer Native American and Asian student-athletes than students generally.

d. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board.

PARTICIPATION IN GOVERNANCE AND DECISION MAKING - Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the

important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Student-athletes are active participants in governance. The Student-Athlete Advisory Council provides regular feedback to the department and organizes service learning activities in cooperation with the associate athletics director for academic support and student programs, who serves as the advisor for this group. Student-athletes elect representatives to the Student-Athlete Advisory Council, and these elected representatives address minority issues.

Moreover, the Student-Athlete Advisory Council president and another Student-Athlete Advisory Council representative serve on the Athletics Board. At the November 11, 2004, Athletics Board meeting, the student-athlete representatives to the Board reported on progress involving issues of student welfare. Similarly, minority student-athlete representation on the Equity Committee provides insight on minority and gender equity issues from the student-athletes' perspective.

Many Student-Athlete Advisory Council activities serve underserved, disadvantaged, and minority segments of the local community. These activities offer student-athletes exposure to diverse populations and leadership opportunities in organizing and executing projects developed within the Student-Athlete Advisory Council.

Exit interviews also provide student-athlete input into the department's policies and procedures. A written interview with oral follow-up with Department of Intercollegiate Athletics personnel provides information on student-athlete satisfaction with their experience and valuable suggestions for change in the future.

The associate athletic director for academic services recommends minority student-athletes for the National Leadership Conference. Two of the four student-athletes he nominates to attend this conference each year must be from minority backgrounds. The nominees must submit an application. At least three Marquette minority student-athletes have attended this conference in recent years. The new Minority Equity Plan recommends that minority student-athletes be considered for annual appointment to the Athletics Board and to the Equity Committee.

Minority student-athletes also influence departmental policy through the senior exit interview process. The Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. The interview asks specific questions on diversity and gender. The director of intercollegiate athletics, the associate athletics director for academic support and student programs, the associate director for internal operations/senior woman administrator, the assistant athletics director for compliance, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews and reports that no major minority issues have been raised.

c. There are opportunities for minority student-athletes to participate in the governance and decision-making processes of the athletics department. Minority student-athletes also have the opportunity to voice opinions and have informal input, and they report comfort in approaching athletics staff.

Minority student-athletes are encouraged to participate in on-campus leadership opportunities and in national leadership opportunities in addition to the leadership experience gained through participation in intercollegiate athletics.

d. Marquette will continue to provide opportunities for and encourage minority student-athlete participation in governance and leadership. The Equity Committee will review participation annually.

EMPLOYMENT OPPORTUNITIES - Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. The Department of Intercollegiate Athletics has no specific numerical goals for workforce diversity. The director of intercollegiate athletics and associate athletics directors agree that a general goal is for minority representation in the department to be roughly equivalent to that in the university population as a whole. The low number of senior administrators at Marquette with little job turnover has provided limited opportunity for minority hiring and therefore has not generated an increase in minority percentages in this category. Thus, no ethnic diversity exists at the senior administrative level. However, minority representation overall in Marquette senior administration is somewhat low, at 6% (2000-2001), 6% (2001-2002), and 3% (2002-2003) during the three reporting years.

The Department of Intercollegiate Athletics has made significant progress in minority hiring in the "other" professional staff category. Counts of other professional athletics staff show five minority staff members in two of the three reporting years and four minority staff members in the

third year. This translates into minority percentages in the Department of Intercollegiate Athletics of 13.9% (2000-2001), 12.8% (2001-2002), and 10.8% (2002-2003) during the three reporting years. (There were no minorities in this category during the last NCAA certification self-study in 1997.) The minority composition in Department of Intercollegiate Athletics professional staff cited above approximates the minority representation overall in the university, which was 14.4% (2000-2001), 13.2% (2001-2002), and 11.8% (2002-2003) during the three reporting years.

No ethnic diversity exists among Marquette's nine head coaches. The limited turnover in head coaching positions since 1997 has afforded little opportunity to diversify the head coaching ranks. Minority representation among assistant coaches was 33.3% (2000-2001), 33.3% (2001-2002), and 26.6% (2002-2003) during the three reporting years. These percentages exceed that of the university as a whole for both administrators and professional staff, as cited above.

In summary, minority representation among student-athletes, athletics professional staff, and assistant coaches is equal to or exceeds the minority composition of the university student body and its workforce. Some areas in which to increase minority pools for employment and application include senior administration and head coaching ranks, as openings develop. (Marquette has aggressively sought ways to control expenses, including a practice of restricting the number of non-faculty employees throughout the university. This policy generally has meant that new employees are sought when a position becomes vacant, and there has been relatively low attrition.) The department's goal is to have at least one head or assistant coach from a minority background for sports that include significant numbers of minority student-athletes. This goal is ongoing for sports such as men's and women's basketball, which historically have had at least one African American coach in each sport. The new Minority Equity Plan recommends an annual review of minority and majority employment numbers by the Equity Committee; this review will also be included in the written report to the Athletics Board, and the Athletics Board will report to the Office of the Senior Vice President.

c. Minority representation among student-athletes, athletics professional staff, and assistant coaches is equal to or exceeds the minority composition of the university student body and its workforce. Some areas in which to increase minority pools for employment and application include senior administration and head coaching ranks, as openings develop.

d. The department's goal is to have at least one head or assistant coach from a minority background for sports that include significant numbers of minority student-athletes. This goal is ongoing for sports such as men's and women's basketball, which historically have had at least one African American coach in each sport. The new Minority Equity Plan recommends an annual review of minority and majority employment numbers by the Equity Committee; this review will also be included in the written report to the Athletics Board, and the Athletics Board will report to the Office of the Senior Vice President.

PROGRAM AND ACTIVITIES - Establishment of programs that address the needs and issues affecting minority student-athletes.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes' perspective of their experiences. Any emerging issues can then be addressed.

b. Because of the university's commitment to diversity and its mission to serve others, Marquette has many programs to address the needs of minority students. The university's Multicultural Center is a gathering place for students from different ethnic backgrounds and ethnic organizations, and sponsors programs related to diversity. From 1997 to 2000, the Recruitment and Retention subgroup of the President's Task Force on Diversity evaluated campus climate, composed written reports, and made recommendations to the larger task force. This subgroup also hosted various forums for students, such as a Race 101 panel and discussion in December 2003 and a meet and greet reception in spring 2004 for students of color to meet faculty and administrators with common interests in diversity. Student Educational Services, the Educational Opportunity Program, and the Health Careers Opportunity Program all provide academic support, with the latter two serving primarily students of color. The new assistant provost for diversity will help establish, develop, and monitor university-wide diversity programming.

Department of Intercollegiate Athletics senior administration and the Equity Committee evaluate issues, activities, and programs that affect gender and diversity issues. The recent diversity training program organized by the associate athletics director for academic support and student programs is an example of the department's efforts to establish a diversity program for the benefit of student-athletes and all employees in the department. Finally, the department coordinates many service opportunities for student-athletes to serve the community, focusing on racial and ethnic minority segments of the Milwaukee area. The Minority Equity Plan calls for the Equity Committee to provide an annual assessment of issues and programs that relate to minority student-athletes which will be included in the report to the Athletics Board.

c. While there are a number of programs offered across the university, the department intends to offer a regular educational program on diversity to student-athletes and employees. The new assistant provost for diversity will help establish, develop, and monitor university-wide diversity programming.

d. The Minority Equity Plan calls for the Equity Committee to provide an annual

assessment of issues and programs that relate to minority student-athletes which will be included in the report to the Athletics Board.

4.2.10 - Using the “plan for improvement” section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution’s status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution’s minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this Web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

2004-2005 Minority Equity Plan.

Issues	Measurable Goals	Action Steps	Those Responsible	Timetable
<p>Accountability to Stakeholders for Minority Equity.</p>	<p>The Department of Intercollegiate Athletics Equity Committee will hold meetings at least twice annually.</p> <p>The Equity Committee will analyze minority data and provide an annual minority (and gender) equity report to Athletics Board.</p> <p>The Athletics Board will hold meetings at least twice yearly.</p>	<p>The Equity Committee chair will set the agendas for review of minority and gender equity issues.</p> <p>The director of intercollegiate athletics and the associate athletics directors will be responsible for acting on specific equity issues and for reporting these to the Equity Committee.</p> <p>The associate athletics directors for internal operations and for academic support and student programs will collect data for the Equity Committee's annual report.</p> <p>The Equity Committee chair and the senior woman administrator will annually report to the Athletics Board on the committee's work.</p> <p>The Athletics Board will evaluate the minority equity data and provide an annual assessment, submitted by the chair, to the Office of the Senior Vice President. The Athletics Board will review, comment upon, and forward the Equity Committee's annual report to the Office of the Senior Vice President.</p> <p>The Office of the Senior Vice President will annually review the Athletics Board's commentary and the Equity Committee's report on minority and gender issues.</p>	<p>The Office of the Senior Vice President, in consultation with the provost, will assign members to the Equity Committee.</p> <p>Equity Committee representatives will meet annually with the Office of the Senior Vice President to identify potential candidates for the Equity Committee and the Athletics Board.</p> <p>The Equity Committee chair will be a member of the faculty or academic administration, as selected by the Office of the Senior Vice President.</p> <p>Athletics Board chair will report to the Office of the Senior Vice President.</p>	<p>September 2004 and ongoing.</p>
<p>Low minority representation in head coaching and senior administration.</p>	<p>The Department of Intercollegiate Athletics will seek to increase the minority applicant pool for its positions, particularly for head coaching and senior administrator positions.</p>	<p>As positions become available, the Athletics Department will implement its advertising plan intended to reach candidates of color. Language to encourage minority applicants will be included in all postings.</p> <p>The associate athletics director for internal operations/senior woman administrator will consistently aim hiring advertisements and postings toward candidates with experience with minority and disadvantaged students, especially for head coaching and senior administrative openings.</p> <p>The department will continue to advertise positions in a variety of</p>	<p>athletics director, the senior associate athletics director, and the associate athletics director for internal operations/senior woman administrator.</p>	<p>Implement as vacancies arise (because of Marquette's current "position freeze" status).</p>

		<p>publications and organizations that have high minority readership or membership.</p> <p>The Equity Committee will make recommendations about minority equity and monitor progress toward minority hiring for senior administration, professional staff, and coaching ranks. Department of Intercollegiate Athletics employment data will be monitored and compared against that of the university as a whole for comparable positions.</p>		
Other areas pertaining to minority equity will be monitored	Continue to monitor areas of equity related to departmental and institutional commitment and enrollment, participation in governance and decision-making, and programs and activities that address the needs and issues affecting minority student-athletes.	<p>The Equity Committee will continue to meet twice each year, and more if indicated, to review annually the university's and department's commitment to minority issues and monitor any changes to mission or diversity statements that might affect the Department of Intercollegiate Athletics' commitment to diversity.</p> <p>The committee will also assess and monitor minority student-athlete enrollment data against the university as a whole and by sport to identify potential inequities and to monitor trends. Departmental policies that affect minority issues will be monitored and reviewed by the Equity Committee.</p> <p>The Equity Committee will monitor and annually assess minority member and minority student-athlete representation in governance and leadership positions, as it relates to the Student-Athlete Advisory Council, student leadership conferences, the Athletics Board, and the Equity Committee.</p> <p>The Equity Committee will assess the availability of programs that affect minority student-athletes, such as cultural sensitivity training and multicultural educational programs and social events.</p> <p>The committee will also monitor student-athlete service opportunities to inner-city youth, consistent with the missions of the Department of Intercollegiate Athletics and the university.</p>	Vice provost for diversity, dean of admissions, Office of the Senior Vice President, Student Affairs offices (particularly Student Development), director of intercollegiate athletics, associate athletics director for academic support and student programs.	At least annually.

4.2.11 - Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through broad based participation.

The Minority Equity Plan presented here was developed by the Equity Subgroup of the Equity and Welfare Subcommittee of the 2004-2005 NCAA Recertification Self-Study Steering Committee. Members of the subcommittee included representatives from the following constituencies: student-athletes, students, coaches, administrators, faculty, and alumni. The plan was reviewed by the steering committee, which included representatives from the same constituencies as well as Jesuits and a member of the Board of Trustees. The plan has been reviewed by the Office of the General Counsel and approved by the Office of the Senior Vice President. It has been reviewed for commentary by the Equity Committee and Athletics Board and will be reviewed again by these two bodies in spring 2005.

Student-Athlete Advisory Council representatives will regularly give reports to the Athletics Board on equity and student welfare issues. This occurred most recently at the November 11, 2004, meeting of the Athletics Board.

The Athletics Board annually reviews a report from the Equity Committee (which most recently included the 2004-2005 Minority Equity Plan), and provides written evaluation to the Office of the Senior Vice President. The Minority Equity Plan was posted for review on the university's Web site with the full 2004-2005 NCAA Recertification Self-study draft in December 2004, to allow the student body, faculty, administrators, and the university's public constituents to provide commentary on the plan. The final report will be posted on the university's Web site in spring 2005 to allow for ongoing comment.

4.2 Minority Issues - Evaluation

Question	Currently Yes	Currently No
Has the institution implemented its approved minority-opportunities plan from the previous self-study?	<input type="checkbox"/>	<input type="checkbox"/>
Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully?	<input type="checkbox"/>	<input type="checkbox"/>
Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?	<input type="checkbox"/>	<input type="checkbox"/>
Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution	<input type="checkbox"/>	<input type="checkbox"/>

maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel?		
Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 4.2 (Minority Issues)?

Yes No